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ABSTRACT

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: The goals of the Summer Correspondence Program have been to help students maintain their basic skills and avoid summer fall-out, as well as to promote parent involvement and positive community relations. After Proposition 13 left no funds for continuation of summer school programs, Sulphur Springs District implemented a Summer Correspondence Program for students. In a financially tight era for public education, the district expends approximately $4 per pupil for this effective program. In 1984, the district will again offer this innovative program. Mrs. Sara Sherlock was asked to develop such a program which served 370 students in 1981, 437 students in 1982, and 400 in 1983. (This was approximately 25% of the district student population over this period of time.) Each classroom teacher evaluated the math and reading level of the participating students and determined what level of math skills should be reviewed and what level of decoding, comprehension, and language skills should be reinforced over the summer. Then each teacher sent a list of students, their individual skill levels, and their envelopes to Mrs. Sherlock. Mrs. Sherlock organized a sequence of skill reinforcements at the variety of levels needed. Each of the ten weeks, students received math, reading and language review at their levels and one other "special" item. The specials included such items as calendars of suggested daily activities, back-to-school safety tips, an evaluation form for the program, and creative writing motivators. The parents were asked to correct the math, language and reading papers and to record their child's progress on a form sent to them the first week of the program. In 1983 almost 100 parents completed and returned the form verifying their children had completed all of the summer reading, math, and language assignments. To measure whether the goals of the Summer Correspondence Program were being met or not, end-of-summer evaluations were sent to parents of the students involved. Additionally, tests were given to a random sampling of participating students and nonparticipating students during the first week of school after the 1982 program which indicated program success. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

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Summer Correspondence Program

Sulphur Springs Union Elementary School District

Canyon Country, California

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OUTSTANDING PROGRAM DESCRIPTION FORM

Name of School, District or Agency Sulphur Springs School District Grade Levels K-6

Address 18830 Soledad Canyon Road Telephone (805) 252-5131

City Canyon Country State CA Zip 91351

Name of Contact Person Dr. Frank D. Ford ACSA Region 15

Name of Course, Program, Project or Policy Summer Correspondence Program

Date of Operation of Program or Project 1981 to present

In 300 words or less please describe your program specifically enough for others to follow. Please include your program's
(1) primary purpose (how it benefits students)
(2) participants (grade levels of students, professional staff, community persons, etc)
(3) evaluation data (if available)

The goals of the Summer Correspondence Program have been to help students maintain their basic skills and avoid summer fall-out, as well as the promotion of parent involvement and positive community relations.

After Proposition 13 left no funds for continuation of summer school programs, Sulphur Springs District implemented a Summer Correspondence Program for students. In a financially tight era for public education, the Sulphur Springs School District expends approximately $4 per pupil for this effective program. In 1984, the district will again offer this innovative program.

Mrs. Sara Sherlock was asked to develop such a program, which became the Summer Correspondence Program. The program served 370 students in 1981, 437 students in 1982, and 400 in 1983. (A percentage of approximately 25% of the district student population over this period of time).

Each classroom teacher evaluation the math and reading level of the participating students and determined what level of math skills should be reviewed and what level of decoding, comprehension and language skills should be reinforced over the summer. Then each student sent a list of students, their individual skill levels, and their envelopes to Mrs. Sherlock. Mrs. Sherlock organized a sequence of skill reinforcements at the variety of levels needed.

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NAME Frank D. Ford DATE 2-29-84

Enclose supporting or descriptive materials and return to ACSA Public Confidence Task Force, Public Relations Department, 1517 L Street, Sacramento, CA 95814.